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## ABSTRACT

The replacement of a five-year comprehensive high school by schools at the intermediate and senior high levels created problems for students and staff members. A formal program of practices and procedures was developed to assist the students as they move through the organizational breaks that occur between the elementary and intermediate school and the intermediate and senior high. The program design is focused on (1) the communication of pertinent information to students regarding the new school, curriculum, student activities, rules, regulations, and other essential information; and (2) communication between professional staff members at the various organizational levels. The program model includes for each program dimension the purpose, date for implementation, planning and organizational requirements, personnel and their functions, and a narrative description of the actual implementation of the program. (Author/MLF)

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## NEWPORT NEWS SECONDARY SCHOOLS

### ARTICULATION HANDBOOK

A

MODEL

EA 008 458

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## FOREWARD

The school system underwent reorganization several years ago. The reorganization resulted in organizationally restructuring the schools. The 7-5 organizational plan was converted into a 7-2-3- pattern (where kindergarten through grade seven is considered elementary, eighth and ninth grades intermediate and tenth, eleventh and twelfth grades senior high school).

The point at which the new organizational structure is most complex is between the seventh and eighth grade levels where various elementary schools cross-feed either three or four intermediate schools. The four intermediate schools feed four paired senior high schools.

Staffs at the various school organizational levels have always worked in relative isolation since no plans for communicating and no programs or practices have existed for linking the school levels. Yet communication under the former organization was relatively simple since a regional cluster of elementary seventh grades fed into one comprehensive high school.

The new organizational plan while designed to provide for educational specialization is fragmented and complicated because of the complex feeder system. This new structure, because of the organizational fragmentation and resulting disjointedness, impedes the natural flow of communication and information.

Because of the organizational fragmentation and resulting disjointedness, a number of problems appeared to develop. These problems seemed to be manifested in the lack of smooth physical movement and social adjustment of students as they moved through the organizational breaks and the lack of shared information among professional staff members who teach at the organizational levels.

It was on the basis of the apparent problems that the idea was conceptualized for developing a formal program of practices and procedures to insure communication for linking the school levels.

## INTRODUCTION AND OVERVIEW

Employing a questionnaire-survey technique, a comprehensive needs assessment was conducted at the secondary level in the school system to validate observed problems and to determine the specific nature and extent of those problems.

Data was collected from a random sampling of all secondary students and the professional staff members. Analysis of the student questionnaire revealed that a total of 83.8 per cent of the students surveyed had problems when they moved from one organizational level to another. Students identified as problems, (1) becoming familiar with the new building, (2) knowing rules and regulations, (3) getting acquainted with other students, (4) knowing what student activities and required and elective subjects are available, (5) understanding class assignments, (6) subject level difficulty, and (7) their schedule.

It was further determined that insufficient information was provided to students regarding graduation requirements, placement in subject levels, course descriptions and the student activities program.

Analysis revealed that 98 per cent of the professional staff surveyed felt an articulation program was needed. Common concerns that all professional staff members identified as problem areas were appropriate attitudes for articulation, communication, time for meeting and planning together, and grouping and placement for students.

From problems determined by the formal needs assessment, treatments in the form of performance-based objectives were planned, developed and applied in an effort to solve the problems. These treatments or objectives can be

categorized into three groups. The taxonomy includes objectives which are concerned with students, the professional staff and parents. Evaluation of each objective applied as treatment for problems determined by the needs assessment revealed that the problems were significantly reduced.

In summary, the purpose of the handbook is to provide a vertical articulation program model for secondary school articulation. Program dimensions contained in the model were developed as a result of a needs assessment findings of students and the professional staff at the secondary level. Each program dimension has been validated through pilot-model programs. One of the pilot-model programs was completed between an intermediate and its feeder elementary schools and the other between a senior high and its paired intermediate school. Elements of the two models have been synthesized in this document to provide a complete model for secondary school articulation.

The program model is concerned with and focuses upon processes and procedures that facilitate the physical movement and social adjustment of students as they move through the organizational breaks that occur between the elementary and intermediate school and the intermediate and senior high. Thus, the program design is focused on communications--communication of pertinent information to students regarding the new school, curriculum and related information, the student activities, rules and regulations, and other essential information; communication between professional staff members who work at the various organizational levels for developing understandings and insights for facilitating the linkages between the levels and communications with parents who need to be informed to provide guidance and assistance to their youngster in making educational decisions.

The following pages contain the vertical articulation program model. Included for each program dimension is the purpose, date for implementation,

the planning and organizational requirements, the personnel involved, as well as their duties and functions, and a narrative description of the actual implementation of the program.

Some of the program dimensions contained in the model are identical at each organizational level; others differ. In each instance program dimensions are clearly specified as to the organizational level for which they are intended.

Finally, while the dimensions contained in the program have been tested and validated, as with any model application, the user is cautioned that the model is only a model and is not intended to provide divine intervention. The user should be alert for creative modifications depending on the personnel involved and circumstances existing at the time of implementation. The model, therefore, is intended as a guide for those wishing to emulate this articulation endeavor.

## ARTICULATION RATIONALE

As students move through school from grade to grade, there are "breaks" or "gaps" that can occur which interrupt the natural continuity of the student's progress. These "gaps" occur between grades, but are most evident between separate buildings which house different grade levels. This is especially true as a student moves from an elementary school to an intermediate school and from an intermediate school to a high school. If such "gaps" between these educational institutions are left unattended, they create adjustment problems as the learner makes the transition from one school to the next. The same breaks or gaps that prevent continuity of student movement also impede the natural flow of communication and information between professional staff members who work at the different organizational levels.

In order to effect a cure for the malady of educational fragmentation and the resulting disjointedness in a school system, specific problems must be determined, causes identified, and treatments applied.

If, then, articulation is defined as processes and procedures which result in the continuity of planned programs and practices that facilitate communication between professional staff members and the smooth transition of student's movement from one educational level to another, it follows that the rationale for articulation is to bridge the gaps between organizational levels and provide continuity of services and programs for students.

## ARTICULATION PROGRAM DIMENSIONS

## FALL ORIENTATION FOR STUDENTS

### Level:

Eighth and tenth grades.

### Purpose

To familiarize students with the new school plant, their schedule and school rules and regulations.

### Date of Activity

The week prior to the opening of school.

### Planning and Organizing Requirements

1. Transportation of students to and from school.
2. Newsletter to parents of students announcing orientation program.
3. Assembly to introduce school leaders (students and professionals) and to describe the school practice and procedures and other pertinent information.
4. Informational period with homeroom teachers.
5. Simulated school day (students rotate through their schedule).

### Personnel Involved; Duties and Responsibilities

1. Principal  
Plans program with appropriate personnel, delegates necessary task to be accomplished, and maintains communication with personnel to oversee the accomplishment of the program.
2. Assistant Principals  
Complete assigned duties consonant with planning and organizing requirements
3. Guidance Staff  
Assist in developing student handbook; assist in securing schedules and posting alphabetized homeroom list in hallways.
4. Student Activities Sponsors (eighth grade)  
Works with respective student groups who assist with orientation (SCA, cheerleaders, etc.).

5. Student Activities Director (senior high)  
Work with SCA officers for assembly program and coordinates student guides for schedule rotation and hall traffic.
6. Teachers  
Issue student schedules in homeroom, outline general course ingredients, requirements, and expectations; review student handbook concerning rules and regulations; discuss school building map and plan and orientates students to building facility locations, and orientate student to their schedules.

### Implementation

Students arrive and locate their homeroom from the information lists posted in the hallways. Teachers accompany students to the auditorium for the assembly program after which they return to homeroom where teachers issue students handbooks and their schedules (which are copied in the handbook and are returned to teachers). Certain handbook information is discussed which includes the building plan and locations of classrooms and rules and regulations.

Students then rotate through a simulated school day and meet each of their class teachers. Teachers greet and have students meet other class members. They review class expectations and general course requirements. At the conclusion of the last class they board the buses for their departure home.

## INDIVIDUALIZED NEW STUDENT ORIENTATION

### Level:

Eighth and Tenth grades.

### Purpose

The purpose is to familiarize students who matriculate after the school year begins with their schedules, required and elected subjects, the student activities program, and school rules and regulations. In addition, the program is to familiarize them with school and student leaders and teachers with whom they are assigned.

### Date of Activity

The program is to be initiated on the first day of school and continued during the school year.

### Planning and Organizing Requirements

1. Develop individual packets containing registration and informational materials. (See Appendix A for list of items contained in orientation packet.)
2. Orientate student leaders to act as guides. (See Appendix B "Student Guide Information".)
3. Develop letter containing pertinent information about the school.

### Personnel Involved; Duties and Responsibilities

1. Principal  
Defines late student orientation program to appropriate personnel; writes student-parent letter containing pertinent information about school.
2. Assistant Principal for Student Affairs  
Assists in developing orientation packet and orientates student guides. Provides list of student leaders to guidance clerk for use as student guides.
3. Guidance Staff  
Assists in developing orientation packet. Carefully reviews with new student required and elective courses (graduation requirement), course descriptions, course level placement, fees where appropriate, information regarding student activities program and schedules student in appropriate classes. In addition, the counselor provides student handbook and reviews specific data for student adjustment (lunch period schedule, attendance procedures, rules and regulations).

4. Guidance Clerk

Greets new enrollee and processes student before introducing them to appropriate Guidance Counselor.

5. Student Guides

Takes student on building tour pointing out and introducing school leaders and auxiliary personnel and their functions. Remains available to the new student for a week or more to help in the further adjustment of the new student.

Implementation

New students are met by the guidance clerk who completes preliminary registration forms securing basic data from the student and parents. The clerk introduces the student and parent to the appropriate guidance staff member. The counselor carries out the function described previously and returns the new student to the guidance clerk who, during the interim, has procured a student leader. The student leader, using the prescribed new student orientation agenda, reviews the specific information contained on the agenda after which the student guide takes the new student on a building tour where introductions of school leaders are made and auxiliary personnel are met and services defined. The final immediate function of the guide is to take the student to each assigned classroom location and introduce the class teacher.

## PROFESSIONAL STAFF MEETING AND PLANNING

### Level

As designated below.

### Purpose

To establish substantive communication between professional staff members who work at different organizational levels.

### Date of Activity

October and January

### Planning and Organizing Requirements

1. Meeting of seventh grade feeder principals with intermediate and senior high principals to plan for seventh grade staff to meet with intermediate eighth grade and intermediate ninth grade to meet with high school tenth grade staffs. Establish preliminary and final dates for meetings.
2. Preparation of tentative agenda topics for all level staff meetings.
3. Formalize final agenda topics to be discussed between professional staffs.

### Personnel Involved; Duties and Responsibilities

#### A. Eighth Grade Intermediate

##### 1. Principal

Secure permission from central office to use Staff Day for professional staff meeting and planning; meet with elementary feeder principals to establish dates and locations for professional staff meeting and planning; meet with API and core subject department chairmen to describe program concept for establishing substantive communications. Meet with department chairmen to discuss leadership requirements for meeting and planning sessions.

##### 2. Assistant Principal for Instruction

Meet with department chairmen to evolve tentative agenda for planning and discussion.

3. Department Chairmen  
Meet in preliminary meeting with seventh grade subject chairpersons to finalize proposed agenda; apprise respective teachers of agenda topic; establish attitude of positive communication.
  4. Elementary Principal  
Work with grade level chairpersons to prepare tentative agenda for professional staff discussion. Establish foundation for an attitude of positive communication and collegial relationships.
  5. Teachers  
Meet for substantive discussions.
  6. Supervisors  
Assist with dialogue between teachers of the different school levels during meeting.
- B. Tenth Grade High School
1. Principal  
Meet with intermediate principal(s) to determine dates for professional staff meeting and planning activities; meet with assistant principal for instruction and department chairpeople to explain programs and concept for establishing communication and cooperation; meet specifically with department chairpeople to discuss leadership requirements for the activity; gain permission from central administration for use of staff day for the activity. At the same time the high school principal is meeting with his staff, the intermediate principal(s) is meeting with his staff(s) for the same purpose.
  2. Assistant Principal for Instruction  
Meet with department chairmen to develop tentative agenda for planning and discussion.
  3. Department Chairpeople  
Meet with feeder school chairperson to discuss and determine specific items for the agenda, determine location of meeting, schedule for teacher exchange, apprise teachers of agenda topics and set positive tone for meeting (the importance of this cannot be emphasized too strongly as it relates to upper-level teachers meeting with lower-level teachers. A positive atmosphere must be established or little will be accomplished!)
  4. Intermediate Principal and Staff  
As stated above, has basically the same responsibilities as senior high principal and staff.

### Implementation

After the formalized agenda, dates and location for meeting and planning are established, teachers at the organizational levels are apprised of the schedule. Department chairmen assume positions of discussion leaders when teachers of like subject areas meet and discuss agenda topics. Subject

area supervisors are invited to attend appropriate subject area meetings and assist with providing continuity of information. Each group appoints a reporter who records the substantive outcome of the discussion. In addition, each group leader is asked to have the group make recommendations resulting from their meeting.

#### \*Writer's Note

Regardless of the preparation made to provide for the establishment of positive attitudes and development of a collegial relationship, a psychological barrier may exist when teachers initially meet for discussion and exchange of ideas. Therefore, three suggestions are made. The first is that upon the initial meeting, when key teachers representing the organizational levels meet to formalize agenda topics, it is recommended that as many teachers from both levels as possible meet with the key teachers for "a warm-up". The second suggestion is that principals work closely with teachers in developing positive attitudes for the meeting and discussion period. It is absolutely essential that upper level teachers not "talk down" to lower level teachers. This results in a negative tone being set for such meetings with little being accomplished. Thirdly, it bears repeating that discussion leaders need to develop a high sensitivity to group dynamics and employ a number of leadership skills for effectively carrying out the discussion. In addition, the group leader must be on guard to prevent insubstantial tangential pursuits such as wandering from agreed upon topics for a long period of time. It should also be emphasized that this activity is only the initial step in establishing on-going programs and communications between departments and professional personnel of paired schools. The various departments should meet once or twice together every year in order to maintain and further develop communications to prevent programs at both school levels from operating in a vacuum. Suggested activities for students would include the following:

1. Exhibitions of high school student work in the feeder intermediate and intermediate student work in the elementary school(s).
2. Involvement of elementary students in intermediate clubs and organizations and involvement of intermediate students in clubs and organizations of the high school.
3. Planned programs performed jointly involving students from elementary and intermediate and intermediate with high school.
4. Exchanges of school newspapers and publications.
5. Student visits for a day or half-day whereby lower level students visit their next level school and upon return share the observation and experience with fellow students.
6. Student activities groups perform for feeder school students.

Suggested activities for teachers would include:

1. Sharing of teaching techniques and expertise of teachers of one school level with the other.
2. Establish a "paired pal" system whereby teachers in different school levels with similar subjects or programs would be paired

and could be a liaison between each other's school as well as attend each other's department meetings from time to time.

3. Preparation of student prescription folders (work done and work needing to be done in the various subjects).
4. Preparation of lists of students who are gifted and talented or who have special needs.
5. Preparation of personal data sheets on each student indicating the student's goals, aspirations, career plans, and attitudes.
6. Develop regular meetings in which the professional staffs of paired or feeder schools might deal with the development of entry and exit skills, the problem of curriculum duplication and the development of more relevant courses.

TEACHER EXCHANGE PROGRAM  
(A Follow-up Activity)

Level

Eighth or tenth grade.

Purpose

The purpose of such an activity is to develop and establish additional understanding, cooperation, and communications between the professional personnel of the paired schools. The activity is an extension of the previous inter-school meetings and can result in greater insight into the other school, curricula, and students life.

Date of Activity

February and March

Planning and Organizing Requirements

1. Identification of teachers who wish to participate in the activity.
2. Planning and coordination with feeder school principal.
3. Provide time for exchange teachers to meet and plan activity and decide on date for exchange.
4. Briefing of participating teachers.

Personnel Involved; Duties and Responsibilities

1. Principal  
Coordinate with feeder school principal date and time for exchange. Instruct and brief exchange teachers.
2. Department Chairperson  
Identify teachers in some subject area who wish to participate in the program; help to instruct and brief exchange teacher(s); orient and welcome exchange teacher from paired school on day exchange takes place.
3. Exchange Teachers  
Prepare classes for exchange visit; determine exact day of visit; exchange information with teacher from participating school relative to plans for the day, student lists, outline of schedule of classes, and other materials necessary.

### Implementation

After the date has been set for the exchange and the two teachers have "exchanged" information and materials about each others' classes, the program is implemented. During the exchange period, the exchange teachers follow each others schedule. During this time each teacher is exposed to the other teachers in the department and also the students. Each exchange teacher is able to garner "feedback" from students at the respective levels. Each teacher is also able to answer questions about the school where the students will be attending next year. Thus, both teachers and students benefit from such a program as closer relationships are developed with teachers at the other organizational level.

## INTER-SCHOOL TEACHER OBSERVATION (A Follow-up Activity)

### Level

Eighth or tenth grade.

### Purpose

To develop further insights and understandings into programs at other organizational levels.

Observations could be considered as on-going activity or as extension of the previous inter-school discussion. Observers can gain additional insights and understanding into curriculum content, approaches and emphasis to instruction, and organization for instruction as well as student attitudes and insights into various other dimensions of the host-school program.

### Date of Activity

February-March

### Planning and Organizing Requirements

1. Identify teachers interested in observing at an adjunct organizational level.
2. Plan and coordinate with feeder principals.
3. Secure substitute teachers for observing teachers.
4. Brief observing teachers for making observations.

### Personnel Involved; Duties and Responsibilities

1. Principal
  - Identify or select observing teachers.
  - Coordinate date and time for teacher observations with other school(s) administrators.
  - Brief teachers, arrange for professional leave time and substitutes for observing teachers.
2. Host Principal
  - Approve observation schedule.
  - Make arrangements with appropriate host teacher(s).

### 3. Teachers

Observe and share information upon returning to home school.

### Implementation

Teachers observe and share gleaned information with departmental staff members to provide further insights and understandings into the host-school programs. A further dimension of the observation program is to develop closer relationships with teachers at the other organizational level and maintain an attitude of cooperation.

## CURRICULAR ORIENTATION FOR EIGHTH GRADE STUDENTS

### Level

Seventh to eighth grade.

### Purpose

To provide rising eighth grade students with knowledge of courses, course descriptions of both elective and required courses, course level offerings, grouping and placement practices, and their course level assignments.

### Date of Activity

April

### Planning and Organizing Requirements

1. Organize workshop to orientate seventh grade teachers who register rising eighth grade students with the local eighth grade curriculum.
2. Provide rising eighth graders with curriculum and related information.
3. Register students in seventh grade classes for eighth grade work.

### Personnel Involved; Duties and Responsibilities

1. Curriculum Coordinator  
Meets with intermediate and elementary principals, eighth grade guidance counselors, and supervisors to discuss the eighth grade curriculum. Organizes and schedules date and location for seventh grade teacher curriculum workshop. Provides curriculum handbook for each student. Provides registration information and forms to seventh grade teachers for registering students.
2. Supervisors  
Describe and define their respective subject areas and grouping and placement practices to seventh grade teachers at workshop.
3. Seventh Grade Teachers  
Provide same curriculum and placement information learned in workshop to seventh grade students. Group and place student in appropriate course levels upon registration. Collect registration forms from students after parents have signed.

#### 4. Elementary Principals

Assumes liaison role between curriculum coordinator and respective teachers. Plan dates for registration with staff. Organizes method of orientating seventh graders with curriculum and related information.

#### Implementation

After teachers are provided with curriculum and related information in the workshop and elementary principals determine date for registration, teachers provide through a series of informational programs, curriculum and related information to rising eighth grade students and complete the registration process. Students take registration forms home for parents' signatures. Forms are collected and passed to intermediate guidance staff.

## STUDENT ACTIVITIES PROGRAM FAMILIARIZATION

### Level

Seventh to eighth.

### Purpose

To familiarize rising eighth grade students with the comprehensive student activities program at the intermediate school.

### Date of Activity

April-May

### Planning and Organizing Requirements

1. Prepare and organize description of the student activities program. (Supplement with slides of program.)
2. Select student leaders to help present or answer questions after program.
3. Select program participants of certain activities to demonstrate learned skills.
4. Schedule presentation date with appropriate principal.

### Personnel Involved; Duties and Responsibilities

1. Principal  
Outlines to Assistant Principal for Student Affairs method and ingredients of student activities presentations. Arranges with elementary principals dates of presentations.
2. Assistant Principal for Student Affairs
  - a. Organizes program and selects and describes to student assistants the dimensions of program.
3. Student Presentors
  - a. Carry out defined functions.

Implementation

Principal calls appropriate feeder principals and schedules a date for the presentation of the Student Activities Program. Assistant Principal secures approval from parents to permit involved students to participate in the off-campus presentation. Assistant Principal and students present overview of the student activities program with appropriate slides and/or demonstration.

## CURRICULA FAMILIARITY OF FEEDER SCHOOL PERSONNEL

### Level

Ninth to tenth grade.

### Purpose

The basic purpose of this activity is to familiarize the feeder school guidance staff with courses and course level offerings at the secondary level.

### Date of Activity

February

### Planning and Organizing Requirements

1. Develop format for the program.
2. Determine time and place for the programs.
3. Organize the rotational sequence and time table and decide which supervisors would be grouped together.
4. Provide for name tags, invitations and equipment needed in presentations.

### Personnel Involved; Duties and Responsibilities

1. Director of Secondary Curriculum  
Coordinates total program; works with subject area supervisors closely in providing leadership and guidance; provides for location of program and suggestion for format.
2. Subject Area Supervisors  
Plan presentations, prepare concise informational "hand-outs" where practicable; clarify scope and sequence within discipline; provides curriculum information in the most informative, interesting, and appealing manner possible; adhere to pre-arranged time schedule; help coordinate name tags, signs, and other arrangements for the program.

### Implementation

As each participant arrives for the activity they are given a name tag on which is listed a number designating a group assignment and a program in which is listed the rooms designated for the various groups. Included as well is an outline and time schedule for the program. The participants are then directed to the proper room wherein they are instructed concerning the program. At this time the participants begin their rotational sequence. At each station several subject area supervisors present various aspects of the curriculum with which they are associated. At the end of the last rotational session the participants go to the cafeteria for the last phase of the program. (This may include remarks by the Superintendent and a talk by the Assistant Superintendent after the dinner.)

## CURRICULAR ORIENTATION FOR RISING TENTH GRADE STUDENTS

### Level

Ninth grade for tenth year classes.

### Purpose

To have rising tenth graders become knowledgeable of required and elective courses, graduation requirements, course descriptions, and the student activities program of the high school they will enter the next school year.

### Planning and Organizational Requirements

1. Organize the orientation day activities.
2. Establish and develop rotational phase of program.
3. Establish and develop assembly program format.
4. Provide transportation for student presenters.
5. Provide instruction and information for student presenters.
6. Coordinate program with intermediate staff.
7. Develop slide show presentation.
8. Instruct SCA officers of their responsibilities.

### Personnel Involved; Duties and Responsibilities

1. Principal  
Coordinate program with feeder school staff; assign and instruct high school staff of various sub-tasks needing completion; provide transportation; work closely and cooperatively with feeder school principal; work out various liaison tasks between the two schools; oversee total program; determine the number of stations needed, which subjects will be discussed at each station and in cooperation with the intermediate principal and his staff, determine the time limit at each station.
2. Assistant Principal for Instruction  
Oversee the production and procurement of handbooks, passouts, etc., for the program; helps coordinate the program with feeder school staff; work closely with guidance director in developing format of assembly program and would be responsible for presenting the graduation requirements including the number of required and elective courses.

3. Guidance Director  
Coordinate program with intermediate guidance director; work with assistant principal for instruction on assigned tasks above.
4. Activities Director  
Work with SCA president for presentation of activities program to ninth graders.
5. Yearbook Sponsor  
Develop slide show presentation depicting student activities at the high school.
6. Department Chairpeople  
Identify and select student presenters; work with them in developing their presentations of the department course offerings.
7. Intermediate Staff  
Provide for the stations and locations through which the ninth graders would rotate; instruct ninth graders concerning the program, divide ninth graders into the six rotational groups; provide necessary equipment for the various student presenters as well as the physical arrangements at each station; assign teachers to help supervise the stations; provide for distribution of materials to ninth graders.

### Implementation

On the day of the orientation, high school students, administrative, and guidance staff arrive at the intermediate school. They are met by students and staff of the host intermediate school and each taken to the proper station. The ninth graders then begin a rotational sequence through the various stations. At each station the high school students explain the courses available and answer any questions the students may have. Guidance handbooks containing a description of each elective course had been distributed to each student that morning. This rotational phase lasted all morning.

After a break for lunch the students arrived in the auditorium for the second phase of the orientation day--an assembly program. In the program, the SCA president and vice-president explained the student activities available, the guidance director explained the graduation requirements including the number of required and elective courses needed. The program is concluded with a slide show presentation of the various student activities at the high school.

NOTE: It should be pointed out that it would be well to establish another rotational station for the presentation of the activities program and the explanation of graduation requirements. Experience seems to indicate that this can best be done through small group presentations rather than a very large assembly. There will be more time for interaction, questions and clarifications if done in this manner.

## STUDENT ABILITY LEVEL ASSIGNMENT

### Level

Ninth to tenth grade.

### Purpose

To make certain that students are aware of their specific ability level assignment in certain subjects and placed appropriately before arriving at the high school.

### Date of Activity

March and April.

### Planning and Organizational Requirements

1. Provide intermediate guidance counselors with guidelines for ability level placement before beginning to register students.
2. Contact intermediate school guidance counselors and make them aware of potential problems.
3. Secure commitment from intermediate guidance counselors to apprise each student they register for the tenth grade of his proper ability level assignment.
4. Organize and have various subject teachers review with student grouping and placement guidelines.

### Personnel Involved; Duties and Responsibilities

1. Principal  
Initiates program, works closely with intermediate principal in scheduling meetings; makes sure appropriate departments review grouping and placement guidelines; sees that these guidelines are given to the guidance counselors before registration commences.
2. Guidance Department Chairperson  
Works closely with counterpart in the intermediate school, establishes meeting between both schools' guidance departments; works as liaison between departments.
3. Guidance Counselors  
Appropriate counselors meet with counterparts in feeder school; intermediate counselors commit themselves to appraising each student at time of registration his ability level assignment.

### Implementation

After receiving the grouping and placing guidelines, and meeting with the high school principal and guidance director, the intermediate counselors understood the problem. They accept the challenge and commit themselves to review each student schedule at the time of registration and apprise the student of the ability level assignment and the justification for it. (The solution to the problem of understanding the ability level assignment seems a simple matter and in actuality is just that. Unfortunately all too often the simple solution to a problem is overlooked; many times at the student's expense.)

## INTERMEDIATE SCHOOL PARENT ORIENTATION

Level

Eighth grade.

Purpose

To familiarize parents of rising eighth grade students with course descriptions, course level offerings, grouping and placement guidelines, the student activities program, auxiliary services, school rules and regulations, and the school plant. The adjunct purpose is to enable parents to be well enough informed to assist their child in making course selection and other decisions affecting the education of their child.

Date of Activity

March

Planning and Organizing Requirements

1. Develop formal program of information to be presented to parents.
2. Organize and establish informational "stations".
3. Set date for program.

Personnel Involved; Duties and Responsibilities

1. Principal  
Scheduled meeting with individuals involved with program production, define program concept and ingredients and assign tasks for program development. Write parent letter of invitation. Orientate station managers to carry out assigned functions. Set date for program. Initiate program by extending welcome. Describe purpose and format of program to parents.
2. Assistant Principal  
Work with teachers in establishing "stations". Make curriculum overview presentation.
3. Guidance Counselors  
Prepare curriculum course descriptions. Chair pupil-personnel services station.

4. Department Chairpersons  
Review curricular information prepared by guidance counselors.  
Chair subject area stations.
5. Program Narrator  
Prepare script describing basic school programs and services.  
Work in conjunction with Director of Teaching Materials and produce program.
5. SCA Leaders  
Chair student-to-parent informational station
6. School Photographer and Director of Teaching Materials  
Make slides of various school programs and activities. Assist in production of program.
7. PTA Patrons  
Provide parent-to-parent station.
8. Art Department Chairperson  
Prepare station identification placards.
9. Director of Research  
Provide mailing labels for contacting parents of rising eighth grade parents.

#### Implementation

Present the program in two segments. The multi-media program is presented in a general session after which parents rotate to each of the established stations for clarifying questions and securing additional information.

## SENIOR HIGH SCHOOL PARENT ORIENTATION

### Level

Tenth grade.

### Purpose

To give parents a knowledge and understanding of the curriculum, graduation requirements, including required and elective courses, course descriptions, general requirements and expectations and extra-curricular activities. It is also desired that with such information parents will be able to counsel their children concerning high school.

### Date of Activity

March (before registration begins for the next year's classes).

### Planning and Organizational Requirements

1. Develop format for the formal programs of information to parents.
2. Set date for the program.
3. Establish and organize informational stations.
4. Develop materials needed for presentations and determine rooms and equipment needed for presentations.
5. Coordinate program at intermediate school with intermediate principal and staff.

### Personnel Involved; Duties and Responsibilities

1. Principal  
Schedule meetings with participants involved in program, coordinate with intermediate principal and staff; write letter of invitation to parents; be in charge of the welcoming assembly program initiating the orientation night.
2. Assistant Principal for Instruction (API)  
Work with director of guidance in producing the Guidance Handbook, and present information concerning graduation requirements and the curricula to parents at one of the stations.
3. Assistant Principal for Administration (APA)  
Provide for physical arrangements including equipment and rooms needed, work with principal in developing informational pass-outs

concerning school rules and regulations and attendance policy, and present this information to parents at one of the rotational stations.

4. Assistant Principal for Student Affairs (APSA)  
Works with director of student activities in compiling list of available student activities, and presents information on student activities to parents at one of the rotational stations.
5. Director of Guidance  
Works under the direction of the (API) in developing material and presenting this information to parents at one of the rotational stations.
6. Director of Activities  
Works under the direction of (APSA) developing material and presenting this information to parents at one of the rotational stations.

### Implementation

The program began with an assembly in the auditorium. The principal welcomes the parents, introduces appropriate personnel, explains the procedure for the night and divides the parents into three groups. Each group then circulates through the three stations staying at each station 20 minutes. At these stations various aspects of the school program are explained, relevant material passed out, and any questions answered. A fourth 20 minute period is provided during which time parents may go back to any station or stations for further clarification of information presented. The program lasts about an hour and 30 minutes.

PLANNING AND IMPLEMENTATION SCHEDULE  
OF SECONDARY SCHOOL ARTICULATION PROGRAM

The concluding section contains two tables. The first shows the development of phases of the model, and the second an overview of the planning and implementation phases of the articulation program. Both are chronologically arranged by the month.

It is hoped that this tabular arrangement of each of the dimensional activities of the model will provide for the reader at a quick glance an overview of the development, planning and implementation of a total vertical Secondary School Articulation Program.

**SCHEDULE FOR DEVELOPMENT OF SECONDARY SCHOOL ARTICULATION PROGRAM**

<p><b>January, 1975</b></p> <p>Discuss idea of developing model of articulation with Superintendent and staff</p> <p>Develop student and professional staff questionnaires for needs assessment</p>	<p><b>February, 1975</b></p> <p>Present articulation project ideas to Superintendent and cabinet for tentative approval</p>	<p><b>March, 1975</b></p> <p>Validate questionnaires through mini-survey</p>	<p><b>April - May, 1975</b></p> <p>Complete formal needs assessment survey of students and professional staff</p>	<p><b>June - July, 1975</b></p> <p>Tabulate and analyze results of survey</p> <p>Develop objectives for articulation program</p> <p>Devise strategies for implementing objectives</p> <p>Review objectives and strategies with assistant Superintendent for instruction, the director of instruction, and curriculum coordinators of elementary and secondary education</p>
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# PLANNING AND IMPLEMENTATION SCHEDULE OF SECONDARY SCHOOL ARTICULATION PROGRAMS

July - August, 1975

## PLANNING

1. Fall Orientation
2. Individualized New Student Orientation

## IMPLEMENTATION None

September, 1975

## PLANNING

- IMPLEMENTATION
1. Fall Orientation
  2. Individualized Student Orientation

October - November, 1975

## PLANNING

1. Professional Staff Meeting and Planning
2. Curricula Familiarity of Feeder School Personnel

3. Teacher Exchange
4. Teacher Observation

## IMPLEMENTATION None

December, 1975

## PLANNING

1. Professional Staff Meeting and Planning
2. Curricula Familiarity of Feeder School Personnel
3. Teacher Exchange
4. Teacher Observation
5. Curricular Orientation (up-coming tenth graders)
6. Parent Orientation (rising eighth and tenth graders)

## IMPLEMENTATION None

January, 1976	February, 1976	March, 1976	April - May, 1976
<p><u>PLANNING</u></p> <ol style="list-style-type: none"> <li>1. Teacher Exchange</li> <li>2. Teacher Observation</li> <li>3. Curricular Familiarity of Feeder School Personnel</li> <li>4. Curricular Orientation (up-coming tenth graders)</li> <li>5. Parent Orientation (up-coming tenth graders)</li> <li>6. Curricular Orientation (rising eighth graders)</li> <li>7. Student Activities Orientation (rising eighth graders)</li> </ol>	<p><u>PLANNING</u></p> <ol style="list-style-type: none"> <li>1. Spring Orientation (up-coming tenth graders)</li> <li>2. Parent Orientation (up-coming tenth graders)</li> <li>3. Curricula Orientation (rising eighth graders)</li> <li>4. Student Activities Orientation (rising eighth graders)</li> <li>5. Ability Level Assignment</li> <li>6. Parent Orientation (rising eighth graders)</li> </ol>	<p><u>PLANNING</u></p> <ol style="list-style-type: none"> <li>1. Curricula Orientation (rising eighth graders)</li> <li>2. Student Activities Orientation (rising eighth graders)</li> <li>3. Parent Orientation (rising eighth graders)</li> </ol> <p><u>IMPLEMENTATION</u></p> <ol style="list-style-type: none"> <li>1. Curricula Orientation (rising eighth graders)</li> <li>2. Student Activities Orientation (rising eighth graders)</li> <li>3. Parent Orientation (rising eighth graders)</li> </ol>	<p><u>PLANNING</u></p> <ol style="list-style-type: none"> <li>1. Curricula Orientation (rising eighth graders)</li> <li>2. Student Activities Orientation (rising eighth graders)</li> <li>3. Parent Orientation (rising eighth graders)</li> </ol> <p><u>IMPLEMENTATION</u></p> <ol style="list-style-type: none"> <li>1. Curricula Orientation (rising eighth graders)</li> <li>2. Student Activities Orientation (rising eighth graders)</li> <li>3. Parent Orientation (rising eighth graders)</li> </ol>

4. Parent Orientation  
(up-coming tenth  
graders)
5. Ability Level  
Assignment

- IMPLEMENTATION
1. Teacher Exchange
  2. Teacher Observation
  3. Curricula Familiar-  
ity of Feeder  
School Personnel

8. Ability Level  
Assignment
  9. Parent Orientation  
(rising eighth  
graders)
- IMPLEMENTATION
1. Professional Staff  
Meeting and Plann-  
ing

ITEMS CONTAINED IN ORIENTATION PACKET FOR NEW ENROLLEES

Items for student's use:

Insurance Forms  
Free Lunch Forms  
Student Handbook  
Rights and Responsibilities Booklet  
Student Handbook  
School Dental Insurance Form  
Principal's Welcoming Letter

Items for Office Use:

Pupil Information Sheet  
Registration Form  
Emergency Card  
Vehicle Registration Form  
Release of Information Form  
Schedule Set or Green Sheet, whichever is applicable  
Credit Check Sheet  
Activities Card  
Permanent Record Card  
Test Score Card  
Enrollment Data Card

**INDIVIDUALIZED NEW STUDENT ORIENTATION PROGRAM**  
**(After the school year begins)**

**STUDENT GUIDE INFORMATION**

- I. Introduction**
  - a. Tell something about yourself
  - b. Ask basic background questions of the new student
  - c. Review student's schedule with student
- II. Review Student Handbook Information**
  - a. The building plan (page 3)
  - b. Attendance procedures (page 9)
  - c. Rules and Regulations (page 21)
  - d. Discuss activities period
  - e. Review extra-curricular activities
  - f. Review fee charges pay fees to individual teacher where there is a charge
- III. Introduce Student To:**
  - a. Principal
  - b. Secretary
  - c. Assistant Principals
  - d. Staff aides
- IV. Take New Students on Building Tour Pointing Out Locations of:**
  - a. Clinic - Introduce nurse
  - b. Attendance - Introduce attendance secretary
  - c. Cafeteria - Explain lunch periods
  - d. Industrial Arts wing
  - e. Art areas
  - f. Gymnasium
  - g. Football stadium - Explain appropriate time to be in stadium
- V. Take Student to Each Classroom, Point Out Location and Introduce Student to Each Teacher**
- VI. Place Student In Appropriate Class**
- VII. Make Periodic Contact With Student for Next Several Weeks**

## SUGGESTED OUTLINE FOR DEVELOPING ARTICULATION PROGRAM

1. Determine specific articulation problems through a needs assessment.
2. Construct objectives from determined problems or problem dimensions. State objectives in performance based terms.
3. Develop strategies for achieving objectives.
4. Determine evaluation design (include a process or formative evaluation in order to determine achievement results before end of program development in order to modify program if needed).
5. Implement objectives for treatment of problems.
6. Employ dimensions of this model applicable to those specific problems determined by your needs assessment.